

MIGRATION AND FORCED DISPLACEMENT (PSCI-3991)

Prof. Guy Grossman

Fall 2023

Date updated: 10/03/2023

Class Hours: Mondays and Tuesdays 1:45-3:15p

Class Room: Perelman Center for Political Science and Economics, room #202

Office Hours: Mondays and Wednesdays 3:30-4:00

Office Hours Sign-Up: calendly.com/ggros

Office: Perelman Center for Political Science and Economics #429

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Blurb

Welcome to PSCI-3991-002. I am glad you are here!. This is an undergraduate level lecture course on migration and forced displacement. The course covers some seminal work, but mostly cutting edge research on the political, social and economics aspects of the “movement of people” across borders. The course is split into three main sections.

The first section covers migration and displacement from the perspective of (potential) migrants. Here we ask questions such as: Why do people migrate, and why does the reason matter? Who migrates? How do migrants choose a destination? What’s the effect of migration on migrants’ wellbeing?

The second section covers migration and displacement from the perspective of sending countries. Here we ask what are the social, political and economic effects of migration on sending communities, and families “left behind”?

The third section examines migration from the perspective of destination (host) countries. Here we will analyze potential pull factors (including asylum and refugee policies), introduce theories of integration and assimilation, and more broadly, explore the determinants of public opinion with respect to migrants and refugees. We will also explore natives’ behavior toward migrants (including hate crime and hate speech), and the extent to which voting in host countries is sensitive to ‘migrant exposure.’

While a political economy approach anchors the course theoretically, we will also touch upon (some) human rights aspects of displacement, including the relationship between migration and conflict. Students will be exposed to a wide range of literature focused on both developed and developing countries.

A son of two migrant parents and a migrant myself, I am particularly excited to teach this course as it relates directly to both my personal experience and to my research on migrant integration and on migration policies from a comparative perspective.

Course Requirements

1. Class attendance: 10%

- You are expected to attend course lectures. Though I naturally understand that students may miss a class due to family events, illness, religious holidays and important errands, in order to get a grade students must attend at least 15 lectures.

2. Active participation and preparedness: 10%

- The Syllabus lists required reading that we will go over in class. You will be expected to have completed all the required readings before class to the point where you can be called on to describe, critique or defend any reading.

3. Reading response reports: 30% (3 × 10 points each)

- Each student will be required to write three short reading response reports (up to 4 pages long) over the course of the term. These reports should engage the debates presented in at least one (but preferably more than one) of the readings for the week. The reports should be thought pieces and will be used to help structure class discussions. All reports must be emailed to me by midnight, the day before our class meets. Response reports should summarize in an opening paragraph the core arguments and findings of the discussed paper(s) and then critique key aspects of the theoretical argument and/or empirical results. Ideally, a good response note should also related to past readings, identify possible extensions for future work and explain how the discussed papers complement each other.
- The first response report should be submitted no later than midnight of October 3 (but can be submitted earlier).
- The second response report should be submitted no later than midnight of October 31 (but can be submitted earlier).
- The third response report should be submitted no later than midnight of November 28 (but can be submitted earlier).

4. Final exam: 50%

- The exam will take place on Thursday 12/14/2023 6:00–8:00 PM; PCPE room 200

Logistics

Office Hours

Please sign up to office hours using calendly.com/ggros. Outside of office hours, I will be busy doing other parts of my job (directing PDRI-DevLab, writing scientific papers, applying for grants, supervising graduate students, serving on faculty committees, writing tenure assessment letters etc.). Office hours are the time I have set aside to focus on you personally. Even if you don't have specific questions, the interactions generated during a good office hour discussion could help clear up any confusion you might have on a topic.

Communication

I will communicate with the class via both Canvas and email. In general, I prefer that course related communication takes place using Canvas. Please be certain that your UPenn email address is an email address you check on a frequent basis.

To ensure my ability to respond to all student emails in a timely fashion, please be sure to check the course syllabus and Canvas thoroughly for answers to any questions. I respond to emails during normal university work hours, and students can typically expect a response to an email enquiry within 2-3 working days. I do not typically respond to emails in the evenings, on weekends or on statutory holidays. I do not respond to unprofessional or rude emails.

Grade policy

Your course grade is determined according to the following scale:

A+ (4.0): 97-100	C (2.0): 68-69
A (4.0): 91-96	C- (1.7): 66-67
A- (3.7): 86-90	D+ (1.3): 64-65
B+ (3.3): 82-85	D (1.0): 62-63
B (3.0): 77-81	D- (0.7): 60-61
B- (2.7): 73-76	F (0): below 60
C+ (2.3): 70-72	

- The grade you earn is the grade you will receive in this course. Grades are not negotiable and I do not award points on the basis of your intention to do well. The only thing that matters in determining your grade is your performance in the course.
- Every effort will be made to grade fairly and impartially; however, mistakes sometimes occur. If you have a serious reservation about how you have been graded, write a comprehensive description of the mistake as you see it. Re-grade requests will only be accepted within a week after the return of the graded work.
- Late assignments will be penalized 1/10 of the grade every day, including the date the assignment is submitted. For example, if you submit your first reading response on October 6th and receive a grade of 9/10, it will count as a 6/10 (subtracting 1 point for October 4, 5 and 6) when calculating your final grade.

Etiquette

Please be considerate of your fellow students: arrive to class on time, take notes of what has been discussed, and do not leave the session early unless absolutely necessary. Turn off cell phones during lectures.

Accommodation for students with disabilities

The University of Pennsylvania encourages the full participation of students with disabilities. Students with disabilities are encouraged to discuss special accommodations that may be needed for successful participation in this course. Specifically, the University accommodates students

with disabilities who have registered with the [Office of Student Disabilities Service](#). Students must register with the Student Disabilities Services (SDS) to be granted special accommodations for any on-going conditions. For more information on the services that you are entitled to, please refer to the following [guide](#).

Accommodating tiny children

Tiny children are great. If you are breastfeeding or simply can't find childcare, feel free to bring your baby to class. We'll make it work.

Religious Accommodation

The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please notify me in the first week of class if you will require any accommodation on these grounds. For more information, please refer to the Penn's Policy on Religious Holidays.

Policy on Academic Misconduct

Academic dishonesty will not be tolerated. As outlined in the Student Handbook, "cheating" and "plagiarism" will result in severe disciplinary action. Either offense will be grounds for receiving a failing grade (zero points) on the assignment or examination and possibly an "F" for the course, depending on the severity of the offense.

Policy on the use of Generative AI tools

The beta release of ChatGPT in November 2022 is a historical milestone. It is quite likely that using Generative AI tools are going to become an important skill for careers in the not distant future. In the meantime though, it is going to take a while for society (academia included) to figure out when using these tools is and isn't acceptable. There are at least three reasons why:

1. Work created by AI tools may not be considered original work and instead, considered automated plagiarism. AI generated text is derived from previously created texts from sources that the models were trained on (but do not cite).
2. AI models have built-in biases — they are trained on limited underlying sources; they reproduce, rather than challenge, errors in the sources.
3. AI tools have limitations — they lack critical thinking to evaluate and reflect on criteria; they lack abductive reasoning to make judgments with incomplete information at hand.

Given these (important) caveats, some scholars in computational sciences debate if the hype over AI-based tools— especially as "automated plagiarism" tools— should be heeded at all. For the time being, I'm tentatively, pragmatically augmenting my academic integrity policy with a policy regarding a responsible use of AI-based tools in my class.

Academic integrity is a core principle at the University of Pennsylvania and it is critical that all students uphold this principle – whether using AI-based tools or otherwise. For my class, a responsible use of AI-based tools in completing coursework or assessments must be done in accordance with the following:

1. You must clearly identify the use of AI-based tools in your work. Any work that utilizes AI-based tools must be clearly marked as such, including the specific tool(s) used. For example, if you use ChatGPT-3, you must cite "ChatGPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com>."
2. You must be transparent in how you used the AI-based tool, including what work is your original contribution. An AI detector such as GPTZero (<https://gptzero.me/>) may be used to detect AI-driven work.
3. You must ensure your use of AI-based tools does not violate any copyright or intellectual property laws.
4. You must not use AI-based tools to cheat on assessments.
5. You must not use AI-based tools to plagiarize without citation.

Violations of this policy will be dealt with in accordance with UPenn's academic integrity policy. If you are found in violation of this policy, you may face penalties such as a reduction in grade, failure of the assignment or assessment, or even failure of the course. Finally, it's your responsibility to be aware of the academic integrity policy and take the necessary steps to ensure that your use of AI-based tools is in compliance with this policy. If you have questions, please speak with me first, as we navigate together how best to responsibly use these tools.

Where do I find the readings?

Class readings are available electronically through the class website on Canvas.

Course schedule

No class on August 30th (American Political Science Association Annual Conference)

No class on September 4th (Labor day)

Lecture 1: Introductions (Sep 6, 2023)

Learning objectives:

- Set course expectations / go over the syllabus

Required readings:

1. Abramitzky, Ran and Leah Platt Boustan (2022). "Streets of Gold: America's Untold story of Immigrant Success," chapter 1, pp. 1-16.
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Lecture 2: Migration and Displacement Facts and Trends (Sep 11, 2023)

Learning objectives:

- Migration definitions / glossary
- Migration facts and trends

Required readings:

1. World Development Report 2023: chapter 2 ("The Numbers," including spotlight 2 on "Data").
 2. Talleraas, Cathrine, Jan-Paul Brekke, and Franz Buhr. (2022). "Humanitarian Migration." *Introduction to Migration Studies*: 151–167.
 3. Abramitzky, Ran and Leah Platt Boustan (2022). "Streets of Gold," chapter 2, pp. 17–31.
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Potential migrants

Lecture 3: Economic and social theories of migration (Sept 13, 2023)

Learning objectives:

- Why do people migrate?
- Why does it matter what are migrants' motivations?

Required readings:

1. World Development Report 2023: chapter 1 ("The Match and Motive Matrix", including spotlight 1).
 2. Hagen-Zanker, J. (2008). Why do people migrate? A review of the theoretical literature.
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Lecture 4: Theories of migration – cont. (Sept 18, 2023)

Learning objectives:

- What do we know about who migrates?
- What is the relationship between household wealth and migration choice?
- Why do fewer people migrate than predicted by economic theory?

Required readings:

1. Garip, Filiz. "On the move: Changing mechanisms of Mexico-US migration." Chapter 1 ("Why do people migrate").
 2. McKenzie, David (2022). "Fears and Tears: Should More People Be Moving within and from Developing Countries, and What Stops This Movement?" *World Bank, Policy Research Working Paper* 10128.
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Lecture 5: Push factors (Sept 20, 2023)

Learning objectives:

- What are key push factors?
- What is the evidence on climate induced migration?

Required readings:

1. Czaika, Mathias, and Constantin Reinprecht. (2022). "Migration drivers: why do people migrate." *Introduction to Migration Studies: An Interactive Guide to the Literatures on Migration and Diversity*, pages 49-82.
 2. Ferris, Elizabeth. (2020). "Research on climate change and migration: where are we and where are we going?." *Migration Studies* 8(4): 612-625.
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Lecture 6: Guest speaker (Sept 25, 2023)

Speaker: Domenic Vitiello

Required readings:

1. Vitiello, Domenic. (2022). *The Sanctuary City: Immigrant, Refugee, and Receiving Communities in Postindustrial Philadelphia*, introduction and chapter 1.
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Lecture 7: Destination choice (Sept 27, 2023)

Learning objectives:

- How do migrants decide *where* and *when* to go?
- What roles do networks play in destination choice?
- Do policies in destination countries matter for destination choice?

Required readings:

1. Manchin, Miriam, and Sultan Orazbayev. (2018). "Social networks and the intention to migrate." *World Development* 109: 360-374.
 2. Blair, Christopher W., Guy Grossman and Jeremy Weinstein. (2022). "Liberal Displacement Policies Attract Forced Migrants in the Global South." *American Political Science Review* 116(1): 351-358.
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Lecture 8: Smuggling and Trafficking (October 2, 2023)

Learning objectives:

- The dangers of irregular migration, and the organization of smuggling networks
- What are potential migrants' prior knowledge and beliefs regarding the risks of journey?

Required readings:

1. Tinti, Peter, and Tuesday Reitano. (2018). *Migrant, Refugee, Smuggler, Saviour* chapters 1-2.
 2. Beber, Bernd, and Alexandra Scacco. (2022). "The myth of the misinformed migrant? Survey insights from Nigeria's irregular migration epicenter." No. 957. *Ruhr Economic Papers*.
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Lecture 9: The effects of migration on migrants (October 4, 2023)

Learning objectives:

- What do we know about the economic benefits of migration for migrants?
- What do we know about migration's economic, psychological and social costs?

Required readings:

1. World Development Report 2023: chapter 4 ("Prospering — and even more so with rights", including spotlight 4 "gender").
 2. Abramitzky, Ran and Leah Platt Boustan (2022). "Streets of Gold," chapter 4, pp. 53–72.
 3. Naidu, Suresh, Yaw Nyarko, and Shing-Yi Wang. (2023). "The Benefits and Costs of Guest Worker Programs: Experimental Evidence from the India-UAE Migration Corridor." NBER working paper No. w31354.
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Source / Origin Countries

Lecture 10: Social and economic effect on sending communities (October 9, 2023)

Learning objectives:

- What are the social and economic effects on sending countries and communities?

Required readings:

1. World Development Report 2023: chapter 5 ("Origin Countries — Managing migration for development").
 2. Joseph, George, Qiao Wang, Gnanaraj Chellaraj, Emcet O. Tas, Luis Alberto Andres, Syed Usman Javaid, and Irudaya S. Rajan. (2022). "Beyond Money: Does Migration Experience Transfer Gender Norms? Empirical Evidence from Kerala, India."
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Lecture 11: Political effect on sending countries and communities (October 11, 2023)

Learning objectives:

- What are the political implications of immigration and emigration?

Required readings:

1. Escribà-Folch, Abel, Joseph Wright, and Covadonga Meseguer. (2022). *Migration and Democracy: How Remittances Undermine Dictatorships*, introduction chapter.
 2. Dancygier, Rafaela, Sirius H. Dehdari, David Laitin, Moritz Marbach, and Kare Vernby. (2022). "Emigration and Radical Right Populism." *Working Paper*.
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Lecture 12: Returnees (October 16, 2023)

Learning objectives:

- What are the drivers of refugees' decision making about returning home?
- What is the link between refugee return and violence?

Required readings:

1. Alrababah, Ala, Daniel Masterson, Marine Casalis, Dominik Hangartner, and Jeremy Weinstein. (2023). "The dynamics of refugee return: Syrian refugees and their migration intentions." *British Journal of Political Science*.
 2. Blair, Christopher W., and Austin L. Wright. (2022). "Refugee Return and Conflict: Evidence from a Natural Experiment." University of Chicago, Becker Friedman Institute for Economics Working Paper No. 2021-82.
 3. Maria Micaela Sviatschi. (2022). "The impact of US deportation policy on gang activity in El Salvador" ([VoxDev](#)).
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Host Countries: High-income Destination

Lecture 13: Public opinion in OECD countries (October 18, 2023)

Guest Speaker: Tiffany Huang

Learning objectives:

- The economic threat vs. cultural threat debate.
- What factors affect attitudes toward migrants and refugees in host countries?

Required readings:

1. Alesina, Alberto, and Marco Tabellini. (2022). "The Political Effects of Immigration: Culture or Economics?" *Journal of Economic Literature* (forthcoming).
 2. Huang, Tiffany J. (2023). "Misperceptions of immigrant flows and their associations with anti-immigrant attitudes." *Journal of Ethnic and Migration Studies*.
 3. Kahloon, Idrees. "Economists Love Immigration. Why Do So Many Americans Hate It?" *The New Yorker* June 5, 2023.
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Lecture 14: The economic effects of migrants (October 23, 2023)

Learning objectives:

- What do destination countries gain from the contributions of migrants?
- What are some of the costs of hosting migrants?

Required readings:

1. World Development Report 2023: chapter 6 (Destination countries: Maximizing gains through economic and social policies).
 2. Abramitzky, Ran and Leah Platt Boustan (2022). "Streets of Gold," chapter 7, pp. 139–168.
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Lecture 15: State Power over Immigration (October 25, 2023)

Guest speaker: Sarah Song

Learning objectives:

- What are the normative foundations of the state's power over immigration?

Required readings:

1. Song, Sarah. (2018). *Immigration and Democracy*, chapter 3-4.
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Lecture 16: Migration policies in OECD countries (October 30, 2023)

Learning objectives:

- Why some countries have restrictive and other more liberal migration policies?

Required readings:

1. De Haas, Hein, Katharina Natter, and Simona Vezzoli. (2018). "Growing Restrictiveness or Changing Selection? The Nature and Evolution of Migration Policies." *International Migration Review* 52(2): 324-367.
 2. Peters, Margaret E. (2017). *Trading Barriers: Immigration and the Remaking of Globalization*. Chapters 2–3.
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Lecture 17: Deterrence (November 1, 2023)

Learning objectives:

- What tools destination countries use to reduce migration flows, and how effective those tools are?
- What is the relationship between securitization and migration flows? Are there unintended consequences?

Required readings:

1. Massey, Douglas S. (2021). "What Were the Paradoxical Consequences of Militarizing the Border with Mexico?" in *The Trump Paradox: Migration, Trade, and Racial Politics in US-Mexico Integration*, pages 32-46.
 2. Czaika, Mathias, and Mogens Hobolth. (2016). "Do restrictive asylum and visa policies increase irregular migration into Europe?." *European Union Politics* 17(3): 345-365.
 3. Kent, Jonathan, Kelsey P. Norman, and Katherine H. Tennis. (2020). "Changing motivations or capabilities? Migration deterrence in the global context." *International Studies Review* 22(4): 853-878.
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Lecture 18: Assimilation and Integration (November 6, 2023)

Learning objectives:

- What do we mean by integration and assimilation?
- Policies to improve integration outcomes.

Required readings:

1. Abramitzky, Ran and Leah Platt Boustan (2022). "Streets of Gold," chapter 6.

2. Bansak, Kirk, Jeremy Ferwerda, Jens Hainmueller, Andrea Dillon, Dominik Hangartner, Duncan Lawrence, and Jeremy Weinstein. (2018). "Improving Refugee Integration through Data-Driven Algorithmic Assignment." *Science* 359: 325-29.
 3. Hainmueller, Jens, Dominik Hangartner, and Giuseppe Pietrantuono. (2015). "Naturalization fosters the long-term political integration of immigrants." *Proceedings of the National Academy of Sciences* 112(41): 12651-12656.
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Host Countries: Developing Countries

Lecture 19: Refugee hosting challenges and tradeoffs (November 8, 2023)

Learning objectives:

- What are the costs and benefits to hosting refugees for developing countries?
- What are the tradeoffs developing countries face in refugee hosting settings?

Required readings:

1. Goodwin-Gill, Guy S. (2014). "The international law of refugee protection." *The Oxford handbook of refugee and forced migration studies*, pp. 36-47.
 2. World Development Report 2023: chapter 7 ("Refugees: Managing with a medium-term perspective," including spotlight 7 on "Internal Displacement").
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Lecture 20: Public opinion in developing countries (November 13, 2023)

Learning objectives:

- What factors affect attitudes toward migrants and refugees in developing host countries?

Required readings:

1. Zhou, Yang-Yang, Guy Grossman, and Shuning Ge. (2023). "Inclusive refugee-hosting can improve local development and prevent public backlash." *World Development* 166: 106203.
 2. Rozo, Sandra, Onur Altindag, and Ozan Bakis. (2020). "How refugees boost business growth in hosting locations" ([VoxDev](#)).
 3. Whitaker, Beth Elise, and Jason Giersch. (2015). "Political competition and attitudes towards immigration in Africa." *Journal of Ethnic and Migration Studies* 41(10): 1536-1557.
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Lecture 21: Immigration policymaking in developing countries (November 15, 2023)

Learning objectives:

- What factors affect immigration policymaking in developing host countries?

Required readings:

1. Milner, James. (2014). "Can global refugee policy leverage durable solutions? Lessons from Tanzania's naturalization of Burundian refugees." *Journal of Refugee Studies* 27(4): 553-573.
 2. Blair, Christopher, Guy Grossman and Jeremy Weinstein. (2022). "Forced Displacement and Asylum Policy in the Developing World." *International Organization*. 76(2): 337-378.
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Prejudice Reduction

Lecture 22: Prejudice and hate crimes (November 20, 2023)

Learning objectives:

- Power Threat Theory and Social Identity Theory
- What are some of the causes of anti-immigrants' prejudice and violence?

Required readings:

1. Iwama, Janice A. (2018). "Understanding hate crimes against immigrants: Considerations for future research." *Sociology compass* 12(3): e12565.
 2. Zonszein, Stephanie and Guy Grossman (2023). Voted In, Standing Out: Public Response to Immigrants' Political Accession.
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No class on November 22 (Thanksgiving)

Lecture 23: Informational interventions to reduce prejudice (November 27, 2023)

Learning objectives:

- Can better information help improve social cohesion?

Required readings:

1. Alesina, Alberto, Armando Miano, and Stefanie Stantcheva. (2023). "Immigration and redistribution." *The Review of Economic Studies* 90(1): 1-39.

2. Voelkel, Jan G., Mashail Malik, Chrystal Redekopp, and Robb Willer. (2022). "Changing Americans' attitudes about immigration: Using moral framing to bolster factual arguments." *The ANNALS of the American Academy of Political and Social Science* 700(1): 73-85.
 3. Facchini, Giovanni, Yotam Margalit, and Hiroyuki Nakata. (2022). "Countering public opposition to immigration: The impact of information campaigns." *European Economic Review* 141: 103959.
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Lecture 24: Contact and Social Cohesion (November 29, 2023)

Learning objectives:

- Can physical contact improve social cohesion?
- Can Parasocial contact improve social cohesion?

Required readings:

1. Mousa, Salma. (2020). "Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq." *Science* 369.6505: 866-870.
 2. Marble, William, Salma Mousa, and Alexandra A. Siegel. (2021). "Can exposure to celebrities reduce prejudice? The effect of Mohamed Salah on Islamophobic behaviors and attitudes." *American Political Science Review* 115(4): 1111-1128.
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Lecture 25: Psychological interventions to improve Social Cohesion (December 4, 2023)

Learning objectives:

- Can psychological interventions improve social cohesion?

Required readings:

1. Adida, Claire L., Adeline Lo, and Melina R. Platas. (2018). "Perspective taking can promote short-term inclusionary behavior toward Syrian refugees." *Proceedings of the National Academy of Sciences* 115(38): 9521-9526.
2. Barron, Kai, Heike Harmgart, Steffen Huck, Sebastian O. Schneider, and Matthias Sutter. (2023). "Discrimination, narratives and family history: An experiment with Jordanian host and Syrian refugee children." *Review of Economics and Statistics* 105(4): 1008-1016.